

Version control: V3

Date approved	July 2023	Review planned	July 2024
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Relationships, Health and Sex Education (RHSE) Policy

Why Do We Teach Relationships and Health Education?

At Longford C of E Primary School, our policy has been developed in line with current regulations from the Department of Education (DfE) on Relationships and Sex Education (RSE) and Health Education (2019). Relationships Education and Health Education are taught in this school as statutory subjects (see appendix 2 for what should be covered in Primary Schools regarding RHE). Elements of sex education, though non-statutory, are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Health Education make a significant contribution to our school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life
- promote the spiritual, moral, social cultural mental and physical development of pupils

It is taught in the context of the four core beliefs of the Embark Academy Trust: Family, Integrity, Teamwork and Success.

Relationships and Health Education is defined by the PSHE Association as learning about the emotional, social, cultural and physical aspects of growing up, relationships, human sexuality and sexual health, diversity and personal identity. **This content is delivered in an age-appropriate way in our school with regard to both the age and stage of pupils. RHSE involves a combination of sharing information, and exploring issues and values. RHSE is not about the promotion of sexual activity.**

The aim of RHSE in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support the wider work of building resilience in our pupils.

At Longford C of E Primary School, we deliver age-appropriate relationship education as an integrated part of our PSHE programme using the 'Kapow Primary' scheme of work. We recognise the prevalence of information and attitudes about relationships and health that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights based approach to relationships and health education.

We focus on attitudes, values and skills as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keeping themselves safe in all their relationships.

At Longford C of E Primary School, we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RHSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

What does our RHSE Curriculum Include?

The DfE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In key stage 1 (age 5-7) children will learn about recognising, naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private and how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9) pupils learn about changes in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing (including menstruation in Year 4); staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; that a male and a female are needed to make a baby; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born and the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about ‘the changing adolescent body’ is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum science is also statutory. This includes:

Key Stage 1

- Identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults.

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Sex Education at Longford C of E Primary School

At Longford C of E Primary School, puberty is taught as a statutory requirement of Health Education. **We conclude that sex education refers to ‘understanding human reproduction by learning about how a (human) baby is conceived and born’** and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this. Parents will be given prior notice of when these lessons will be taught.

What do we teach when and who teaches it?

Whole-school approach

At Longford C of E Primary School, we follow the 'Kapow Primary' scheme of learning. This covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Attached to this document is a 'Pupil Progression Document' which details what is taught within each year group, there being 6 broad themes, which are built upon each year so as to deepen and broaden children's learning:

1. Families and Relationships
2. Health & Wellbeing
3. Safety & the Changing Body
4. Citizenship
5. Economic Wellbeing
6. Transition

Year 5 & 6 will also cover the theme of 'identify'. As children are in mixed year classes, they will be exposed to the learning for all year groups within that class. (For example, Year 5 will be exposed to both Year 5 and Year 6 learning).

At Longford C of E Primary School, we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. We also continue to focus on PSHE topics throughout key dates of the year, such as mental health awareness day and internet safety awareness days, as well as having a general focus on wellbeing.

The class teachers will deliver the weekly lessons to their own classes, with both boys and girls being exposed to the same learning in all areas.

Equality

Longford C of E Primary School delivers RHSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RHSE depending on their circumstances and background. The school believes that all people should have access to RHSE that is relevant to their particular needs. To achieve this, the school's approach to RHSE recognises that:

- The particular and varying needs of both girls and boys need to be considered and approaches used that will actively engage them in the learning. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RHSE needs at times which we will support. It may also mean that they have difficulty accessing the RHSE curriculum. We will ensure that RHSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We

will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND and we will consult parents accordingly.

- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RHSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RHSE curriculum.
- These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- Our approach to RHSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying and attitudes.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

How is RHSE Provided?

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, RHSE programme within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the national curriculum.
4. Through other curriculum areas for example English, computing, RE etc.
5. Through assemblies.
6. Through pastoral support and nurture provision.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.
10. Pupils may also receive stand-alone health education sessions delivered by a trained health professional.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RHSE.

A Safe Learning Environment

In order for PSHE or RHSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained and referred to wherever appropriate.
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills

Asking and Answering Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations, requesting that children speak with their parents about any questions that they do not feel it appropriate to answer. Teachers may also refer to the headteacher (Miss Elise Piper) and/or PSHE coordinator (Mrs Julie Bates) for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Groupings

RHSE takes place within mixed gender classes as we feel that it is important for children to have an understanding of the experiences and changes of all genders. Males and females are then provided with time to ask questions, as a single sex group. Teachers will ensure that children feel comfortable working in any groups they are placed within.

Visitors

A visitor can enrich, but not replace, the RHSE curriculum. Care is taken to ensure that any visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the External Contributors Policy for the best practice in this context.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

Continuity, Progression and Assessment

Longford C of E Primary School has the same high standards of the quality of pupils' learning in RHSE as in other curriculum areas. RHSE will be delivered through a sequenced planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. This is developed in response to the needs assessment of pupils' existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RHSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RHSE

The elements of RHSE that form part of the science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RHSE is assessed as part of the PSHE provision and builds on existing school systems.

Parental engagement in RHSE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RHSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RHSE through the policy; involved in the review of the RHSE policy; made aware of the

school's PSHE curriculum; and encourage to support their child's learning at home through shared learning activities, if appropriate. Resources are available for parents/carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RHE that are taught in national curriculum science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RHSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we will work with them and their child to explore possible alternative provision. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher (Miss Elise Piper).

Personnel and Training

Our PSHE coordinator (Mrs Julie Bates) receives appropriate training and is updated in this fast-moving subject area. They are responsible for RHSE and PSHE.

RHSE is delivered by class teachers where possible. To ensure quality delivery of RHSE, staff have appropriate and regular training to keep them updated. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RHSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the pupils in our care.

All staff will be made aware of any new changes to the RHE policy.

Monitoring and Evaluation

The programme is regularly evaluated by the PSHE coordinator. This takes place through a variety of methods, including learning walks, observation, books and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RHSE on occasions.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff and governors. This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available on the school website.
It will be reviewed on a biannual basis.

Review date.....

Signed..... Chair of Governors

Date.....

Policy Links

PSHE

Drugs Education

Child Protection and Safeguarding

Confidentiality

Science

External Contributors

Anti-Bullying

Emotional Health and Well-Being

Online Safety

Longford C of E Primary School

Appendix 1: Parent form: withdrawal from sex education within RHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

TO BE COMPLETED BY THE SCHOOL

Appendix 2 - Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.

Being safe	<ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard,• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.
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Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know...
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle.

	<ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Physical Health and hygiene	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Consultation with Parents

Parents were consulted on this policy, with a draft copy being circulated. A questionnaire was sent out alongside this, so as to gather parental voice and feedback.

No comments were made upon the draft which required the policy to be altered in anyway and so the draft was published as a final copy in July 2021.